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lies in the fact that concerning many of these expressions no irrevocable decisions can be made. Those who have waged war on the double negative, participles, misplaced relative clauses, and the use of the objective case before a participle may be compelled to bow to honorable precedent. It is satisfying to have the precedent within easy reach.

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BAMBURGH, WILLIAM CUSHING. *Talks on Business Correspondence*. Boston: Little, Brown & Co.

This book makes no special contribution to the teaching of business English. The several sections devoted to the writing of business letters are very good, but they offer no new suggestions to the well-trained teacher in that field. The remainder of the book is devoted to other phases of correspondence, the correct filing of letters, the handling of mail, the stenographic department, etc.

The book is full of excellent details, and a few copies in the library of the commercial department might not be amiss; but its rightful place is the desk of the untrained official in charge of office correspondence.

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CUNLIFFE, J. W., AND LOMER, GERHART R. *Writing of To-day; Models of Journalistic Prose*. New York: Century Co.

This book is a collection of articles from magazines and newspapers, varying from *Good Housekeeping* to the *Nation*, the *Manchester Guardian*, and the *Atlantic Monthly*. The articles are classified under descriptive, editorial, humorous, and occasional articles, personal interviews, and expository and literary, dramatic and musical, criticism.

The selections offer wide variety and the appeal of comparative newness. The book is an excellent one for a teacher in this branch of work.

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BASSETT, LEE EMERSON. *A Handbook of Oral Reading*. Boston: Houghton Mifflin Co.

The high-school teacher of public speaking will be interested in this book, which sets forth very forcibly the principles of natural oral expression. The author emphasizes the belief, which all teachers of public speaking are now beginning to hold, that the idea of the writer should govern the expression of the reader. The student should be taught to interpret correctly and to indicate that interpretation in his voice. The book is opposed to the old school of elocution, in that it gives no rules for gesticulation or inflection.

Most of the illustrative material consists of excerpts from the works of standard authors. The book might be more attractive to the high-school student if more of the selections were from contemporary literature.